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ABSTRACT

Project ROLE (Regional Opportunities for Leadership Experience), an approach to helping gifted adolescents develop leadership potential through a regional internship/seminar experience, is described in terms of student goals, conceptual framework, identification procedure, student evaluation model, and academic credit policy. It is explained that highly gifted and talented 11th and 12th graders were selected to take a semester's leave from regular studies to serve as interns to government, agency, institutonal, arts, and private sector decision makers. Interns worked with individual sponsors four days per week and a seminar with the Project ROLE coordinator one day per week. The seminar focused on such topics as time management, communications, management skills, and job interviewing. (Project forms are included.) (CL)

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PROJECT R.O.L.E.
(Regional Opportunities For Leadership Experience)

Dear Participant,

The enclosed packet of information has been made available to you in order to parallel the presentation on Project R.O.L.E. We hope this will assist you in your understanding of our project and programming for gifted and talented secondary students.

Sincerely,

Vincent Aniello

Vincent Aniello, Ed.D.
Coordinator Of Pupil Personnel Services

Gary Reece

Gary Reece
Division of Research Planning and Evaluation
New Jersey State Department of Education

Paper presented to CEC/TAG National Topical Conference on the Gifted and Talented Child, Orlando, Florida, December 1981.

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PROJECT R.O.L.E.
(Regional Opportunities For Leadership Experience)

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PROJECT ROLE
(Regional Opportunities For Leadership Experience)

Project ROLE (Regional Opportunities for Leadership Experiences), is designed to help gifted adolescents develop their manifest leadership potential through a regional internship/seminar experience.

To accomplish this purpose, exceptionally gifted and talented eleventh and twelfth grade student leaders from Morris County were selected to take a semester's sabbatical from regular studies. For approximately eighteen weeks, these youngsters served as interns to key decision makers in government, private and non-profit agencies, community organizations, educational and cultural institutions, mass communications and the private sector for which they received one semester's course credit for the internship. By working closely with acknowledged leaders, students with extraordinary psychosocial ability or potential can apply their special knowledge, skills and attitudes to the solution of significant problems in the real world.

Leadership interns worked with their individual sponsors four days a week. Interns attended policy meetings and conferences with their sponsors, followed up on special assignments, prepared memoranda and reports and, at times, even traveled with the sponsor. One day per week the interns attended a seminar with the Project ROLE Coordinator. Such topics as group dynamics, organizational theory, management, leadership style and problem solving were addressed. Interns discussed and critiqued assigned readings in light of their actual experiences, engaged in simulation exercises, made presentations to their group. Finally at the end of the semester, each leadership intern presented a project to his/her home school demonstrating and reflecting his/her accomplishments during the program.

This regional approach made it possible for an individual district to address, cost effectively, the needs of an often overlooked segment of the gifted and talented population. In turn, the school benefited from the presence of an experienced leader who may inspire and train other students. The proposed curriculum design for leadership education integrates the theoretical and practical into an educational alternative based upon unique learner characteristics.

PROJECT R.O.L.E.
(Regional Opportunities For Leadership Experience)

DESIRED OUTCOMES-STUDENT GOALS

1. To allow students to gain a comprehensive understanding of how an organization functions through a one to one relationship with key decision makers in government, business, health, the arts, media, social services, and related fields.

2. To develop an understanding of the various leadership styles, problem solving strategies, group dynamics, organizational theory and management.

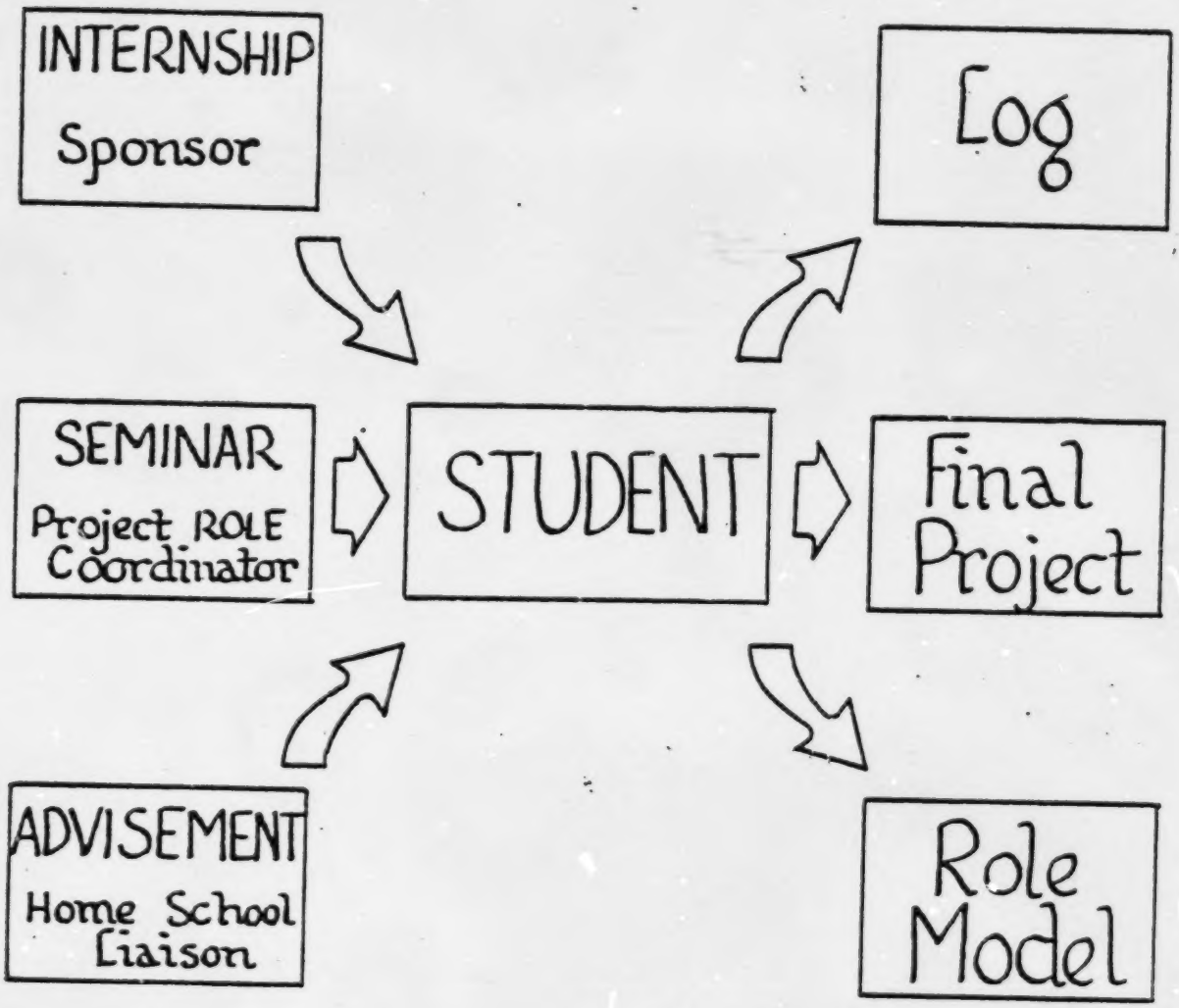
3. To develop a realistic understanding of his/her abilities and interests and as a result develop a positive self image.

4. To gather the necessary information to make confident career decisions.

5. To strengthen written and oral skills.

6. To demonstrate his/her accomplishments as a leadership internship.

Conceptual Framework



PROJECT R.O.L.E. (Regional Opportunities for Leadership Experiences)

IDENTIFICATION PROCEDURE

The identification process for leadership interns has been designed to maximize participation by 11th and 12th grade students whose leadership ability or potential is manifest in a wide vareity of contexts. Three phases constitute the identification sequence: nomination, screening, and selection.

The purpose of nomination is to bring a student to the attention of the selection committee. Therefore, the nomination procedure is open enough to allow any junior or senior to be considered for Project R.O.L.E. In accordance with this principle, the project coordinator solicits nominations from teachers and other school personne, parents, the student himself or herself, and other community members.

After nominations are received, the project coordinator collects both objective and subjective data from the following sources:

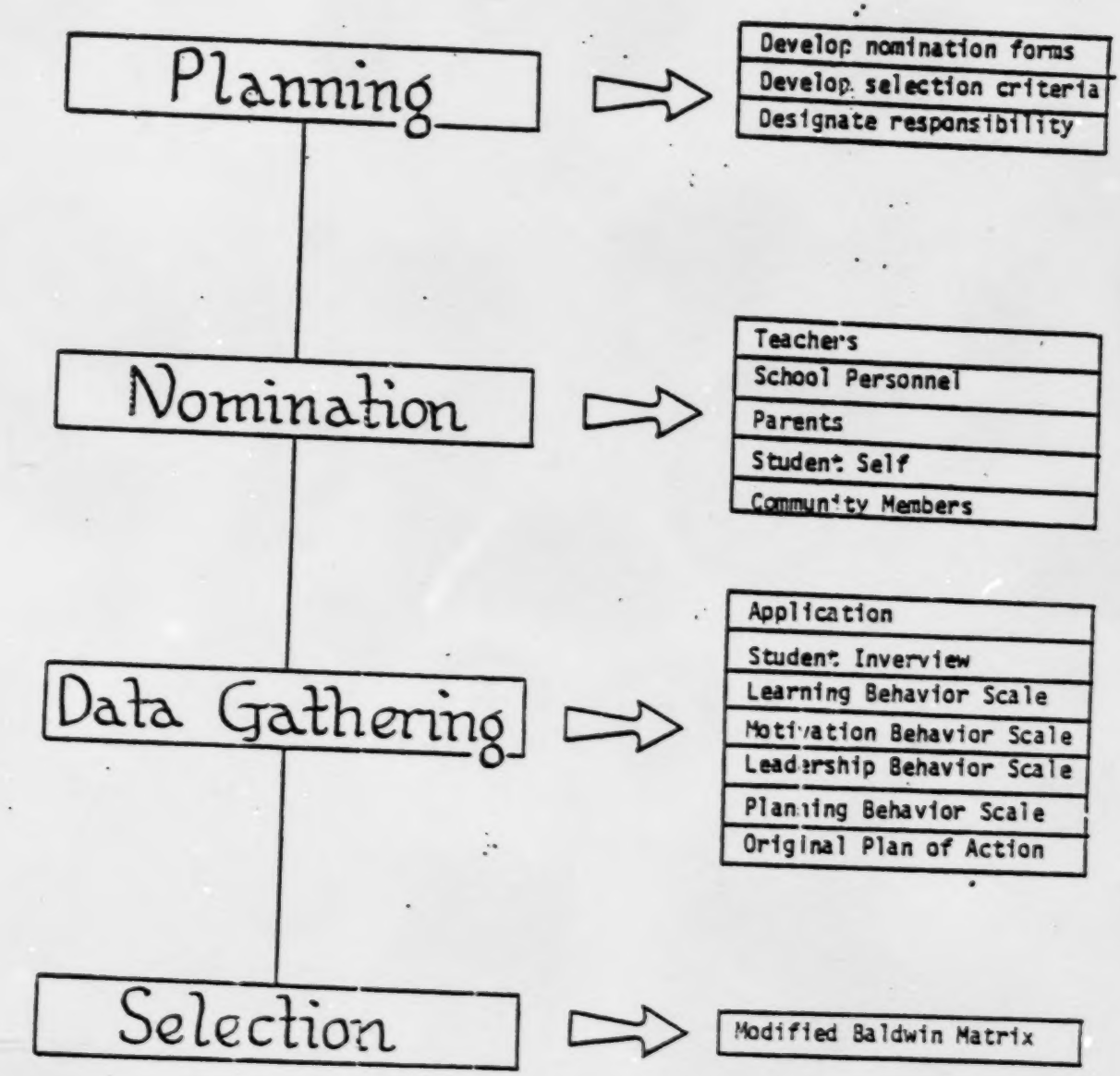
1. Application for Project R.O.L.E.
2. Rating Scale for Student Interview
3. Renzulli - Hartman Scales for Rating
   (Completed by two or more professional staff):
   a. Learning Characteristics
   b. Motivational Characteristics
   c. Leadership Characteristics
   d. Planning Characteristics
4. Original plan to solve a school or community problem.

For each of these data sources a quantitative score is generated. In addition, the five sources are variably weighted; the original plan and interview are accorded higher values than other screening information.

Students are invited to participate as Project R.O.L.E. interns based upon their composit screening scores and the judgement of the project coordinator. Prospective interns must meet their prospective adult sponsor prior to finalizing a placement. Similarly, both sponsor and intern must approve the specific internship agreement. Then all concerned parties (student, sponsor, parent, principal, superintendent of schools and coordinators) must sign a summary of intention which delineates the responsibilities of each person.
This is the final step in the selection process.

In practice, the identification procedure allows students to be thoroughly assessed in light of the Leadership dimension. Every effort is made to select as interns those young people whose special talent will be nurtured by this intensive involvement with an exceptional role model in a professional setting.

Identification Model



APPLICATION FOR PROJECT R.O.L.E.
(Regional Opportunities For Leadership Experiences)

PLEASE PRINT - USE INK

Name _____ Date _____
LAST FIRST MIDDLE

Address _____
Street Apt. No. City Zip Phone

Date of Birth _____ Age _____ M___ F___ Race _____

Full Name of Parent or Guardian _____
Last First Middle

Address _____ Phone _____
Street Apt. No. City Zip Home Office

School District _____

High School _____ Junior _____ Senior _____

Foreign Language: Read _____ Write _____ Speak _____

Other Skills _____

If you become a Leadership Intern, you may have to work in different areas of the county. Does travel pose any transportation problem for you? _____

If so, explain _____

_____

_____

List school and community activities in which you have participated actively and any leadership roles you have played.

_____

_____

_____

Have you done salaried work after school or during the summer?

For whom? _____

What did you do? _____

_____

Evaluate your academic performance: (Circle one)

Excellent Good Fair Poor

Would you have any after school obligations, for example, (part-time job, family obligations, sports, music lessons) during the internship?_____. If so, please list days and hours of the week when these occur._____

_____

Why are you interested in becoming a Project Role Intern?

_____

_____

_____

_____

Evaluate your school attendance: (Circle one)

Excellent Good Fair Poor

List any persistent health problems which may affect your attendance in the program._____

_____

Participation in this program requires regular attendance during the week, attendance at a seminar once a week, and handing in logs every week. If accepted for the program, are you prepared to meet these obligations?_____

_____

In what professional area/areas are you interested?

_____

_____

_____

Why?_____

_____

_____

Signature of Applicant_____

Date:_____

PROJECT R.O.L.E.
(Regional Opportunities For Leadership Experience)

Original Plan of Action

Name_____Grade_____

Present a realistic comprehensive plan to ameliorate a school or community problem.

Please answer the following question in no more than five pages:

1. What is the problem to be solved?
   Use your final problem definition and add a short description.

2. How will you solve this problem?
   a. People: What individuals, groups, organizations do you need?
   b. Materials: What facilities and supplies do you need?
   c. Activities: What major events do you plan to have take place?

3. What is the sequence of events that must take place to solve this problem?
   Please outline these with:
   a. Name of activity
   b. Starting date
   c. Completion date

4. What possible problems do you see in any of the areas listed below?
   What are some ways you might prevent or solve each?
   a. People
   b. Materials
   c. Activities

Baldwin Identification Matrix (BIM)

ADAPTED FOR USE BY:

DATE

STUDENT

SCHOOL

AGE GRADE SEX

SCHOOL DISTRICT:

ASSESSMENT ITEMS	SCORES					
	5	4	3	2	1	B-NA
1. Application for Project ROLE						
2. Rating Scale for Student Interview						
3. Renzulli-Hartman Scales:						
Leadership Characteristics						
4.						
Motivation Characteristics						
5.						
Learning Characteristics						
6.						
Planning Characteristics						
7. Original Plan of Action						
8.						
9.						
10.						
11.						
COLUMN TALLY OF CHECKS						
WEIGHT	x 5	x 4	x 3	x 2	x 1	
ADD ACROSS	+	+	+	+		=

TOTAL SCORE

©1977

OVER

SCREENING INTERVIEW QUESTIONS

(TO BE ASKED BY COORDINATOR)

1. How did you hear about Project ROLE? How were you selected to be here? (Ice-breaker questions which the student can answer easily, and which give the Coordinator some feedback on the recruitment-selection process in the high school.)

2. How would you describe the role of a Leadership Intern? (Tests understanding of the program and enables the Coordinator to correct any misconceptions.)

3. What in particular appeals to you about the program?

4. Why do you feel qualified for the program?

5. How would you describe yourself? What do you like/not like to do? What are your strengths? Weaknesses?

6. (Looking over the student's application, the Coordinator asks questions which clarify the student's background, involvement in school and community activities, etc.)

7. You have indicated an interest in internships in the following areas (read from list on application). Why did you choose those areas?

8. What are your career goals?

9. What qualities would you like your Sponsor to have? Not have?

10. The program gives Interns an opportunity to work out their own roles in an organization. Let's say that, during the first week of your internship, your Sponsor seems overly busy and you feel ignored. What would you do?

11. Let's say that you are interning with the head of a city agency who asks you to make recommendations about the location of a new day care center. How would you proceed?

STUDENT EVALUATION MODEL

DATA GATHERING APPROACH		PERFORMANCE STANDARD
A.	Log	Satisfactory Rating
B.	Final Product	Satisfactory Rating
C.	Initial Leadership Skills Self Assessment Scale	Completed Scale
D.	Final Leadership Skills Self Assessment Scale	Improved Scale Score
E.	Seminar Participation	Satisfactory rating
F.	Seminar Assignments	Completion
G.	Sponsor's Evaluation (Narrative)	Satisfactory Rating
H.	Coordinators Evaluation (Narrative and/or Checklist of Skills)	Satisfactory Rating
I.	Student Self Evaluation (Narrative)	Satisfactory Rating
J.	Exit Interview	Improved Rating

ACTIVITY STATUS*

C	Completed
O	Ongoing
M	Modified

*Note: The progress of each Leadership Intern will be monitored in light of the objectives identified in the Student Evaluation Model.

GOAL: To allow students to gain a comprehensive understanding of how an organization functions through a one to one relationship with key decision makers.

OBJECTIVE	DATA GATHERING APPROACH	PERFORMANCE STANDARD	ACTIVITY STATUS CODE
1.1 The student will demonstrate an understanding of an organizational structure.	A	Satisfactory rating.	
	F	Completion.	
1.2 The student will demonstrate an understanding of the interaction of organizations with other social institutions.	A	Satisfactory rating.	
	E	Satisfactory rating.	
	F	Completion.	
1.3 The student will develop an understanding of the theory base upon which organizations in a technological society operate.	A	Satisfactory rating.	
	E	Satisfactory rating.	
	F	Completion.	

STUDENT EVALUATION MODEL

STUDENT EVALUATION MODEL

GOAL: To develop an understanding of the various leadership styles, problem solving strategies, group dynamics, organizational theory and management.

OBJECTIVE	DATA GATHERING APPROACH	PERFORMANCE STANDARD	ACTIVITY STATUS CODE
2.1 The student will demonstrate an understanding of how to integrate his/her efforts with others in order to achieve an organizational objective.	A F	Satisfactory rating. Completion.	
2.2 The student, through his/her project will utilize problem solving strategies to develop a plan which will facilitate an improvement activity.	B	Satisfactory rating.	
2.3 The student will demonstrate an ability to discuss and critique leadership styles and organizational dynamics related to seminar activities.	A E	Satisfactory rating. Satisfactory rating.	

STUDENT EVALUATION MODEL

GOAL: To develop a realistic understanding of his/her abilities and interests and as a result develop a positive self image.

OBJECTIVE	DATA GATHERING APPROACH	PERFORMANCE STANDARD	ACTIVITY STATUS CODE
3.1 The student will conduct an initial assessment of his/her leadership abilities and skills.	C	Completed scale.	
3.2 The student will evaluate his/her personal growth and leadership expertise as a result of the internship experience.	D	Improved scale.	
	I	Satisfactory rating.	
	J	Improved rating.	

STUDENT EVALUATION MODEL

GOAL: To gather the necessary information to make confident career decisions.

OBJECTIVE	DATA GATHERING APPROACH	PERFORMANCE STANDARD	ACTIVITY STATUS CODE
4.1 The student will demonstrate an understanding of the diversity of professional and support staff that comprise a work unit within an organization.	A E	Satisfactory rating. Satisfactory rating.	
4.2 The student, as a result of the internship experience, will be able to make appropriate career decisions.	J	Improved rating.	
4.3 The student will become familiar with multiple career options through the sharing activities within the seminar component.	E	Satisfactory rating.	

STUDENT EVALUATION MODEL

GOAL: To strengthen written and oral skills.

OBJECTIVE	DATA GATHERING APPROACH	PERFORMANCE STANDARD	ACTIVITY STATUS CODE
5.1 The student will develop products which utilize a variety of methods, materials and forms.	A	Satisfactory rating.	
	B	Satisfactory rating.	
	F	Completion	
5.2 The student will demonstrate a coherent, concise, expository writing style.	B	Satisfactory rating.	
	F	Completion.	
	G	Satisfactory rating.	
	H	Satisfactory rating.	
5.3 The student will be able to analyze, and synthesize his/her internship experiences through daily anecdotal log entries.	A	Satisfactory rating.	
5.4 The student will be able to organize, in a sequential, coherent manner, information for an oral presentation.	E	Satisfactory rating.	
	F	Completion.	
5.5 The student will demonstrate effective public speaking skills.	E	Satisfactory rating.	
	F	Completion	
	G	Satisfactory rating.	
	H	Satisfactory rating.	

GOAL: To demonstrate his/her accomplishments as a leadership internship.

OBJECTIVE	DATA GATHERING APPROACH	PERFORMANCE STANDARD	ACTIVITY STATUS CODE
6.1 The student will develop a product which requires the application of his/her special knowledge, skills, and attitudes to the solution of significant problems in the real world.	B	Satisfactory rating.	
6.2 The student will model leadership behaviors and skills for other students within his/her home school.	E	Satisfactory rating.	

Sponsor Sites of R.O.L.E. Interns

Dover High School

Edward Perez - Genetical Research - March of Dimes
Lynn Puchalski - Law, Politics - Dover Town Hall
Robert Ruddy - Chemical Engineering - Hercules Powder

Madison High School

Louise Horner - Engineering (Chem.) - Radiation Technology
Heidi Michaels - International Business - County Department of Industrial and Economic Development
Jennifer Wolcott - Biological Sciences - Radiation Technology
Alan Yuek - Computer Programming - Sandoz

Morris Knolls Regional High School

John Holenko - Performing Arts - Whole Theatre
Nanette Prideaux - Biological Science, Animals - Gisela Karlan, Licensed Wild Life Reserve

Mountain Lakes High School

David Honicky - Law - County Court Administrator
Alison Stone - Theater - Whole Theatre

Parsippany High School

Regina Fleischer - Public Relations, Hospital Administration - March of Dimes
Sandra Yie - Engineering, Law, Mech. or Envir. - Nabisco

Parsippany Hills High School

Diana Parzanese - Accounting - Parsippany Town Hall, Department of Finance
Ernest Peia - Energy Conservation - Sandoz
Joshua Perlett - Television Production - Video-on-the-Go

Roxbury High School

Joan Golembiewski - Social Work - Salvation Army

Bayley-Ellard Regional High School

Jaime Ayala - Zoology, Animal Science - Environmental Education Center at Lord Stirling Park, Basking Ridge
Thomas Gallo - Woodworking, Business - Alfredo's Woodworking of Distinction
Ross Klisart - Architectural Engineering - Weaver Partnership, Architects, Planners
Ann Marie Skorupski - Pharmaceuticals, Medicine, Chemical Engineering - Knoll Pharmaceutical
Thomas Valerio - Engineering, Math, Sciences - Hewlett Packard Co.
Daniel Wilson - County Government - County Department of Industrial and Economic Development

ACADEMIC CREDIT POLICY

The academic credit policy insures that the Intern will make regular progress toward meeting high school graduation and college entrance requirements during the internship term. Through the Summary of Intention, the experience is evaluated as a legitimate part of the educational process through the following set of principles.

Semester Credit: The program is a full-time learning experience lasting an entire academic term and necessitating longer hours than a student would ordinarily spend in the classroom. The program is a demanding intellectual experience, requiring analytical skills and mature judgement, written and oral communication, understanding of complex management elements, and comprehension of new knowledge. Therefore, the program participant will receive a full term of academic credit. This will be indicated by "CR" rather than a letter or numerical grade, and credit will be granted on an individualized basis.

Course Credit: An intern may elect to participate in an academic course offering during the regularly scheduled class at his home school. If the student can arrange these courses during the first and second period of the day, then leave the campus for his internship, credit/grade will be awarded for those specific courses.

Principle of standing average: Because the Intern will receive credit rather than a grade for participation in the program, the individual's average will remain the same as it was the preceding term. An Intern who wants to raise that average will be able to study during the internship term, as indicated above, and receive a grade in a specific course.

PROJECT R.O.L.E. SEMINAR

Throughout their internship semester, students gather weekly for a half-day seminar. The purpose of this activity is to discuss assigned readings and to interact with guest presenters. The seminar also serves as an opportunity for interns to share their experiences with the project coordinator and other students. Each week a conscious effort is made to explore the practical working skills required of persons in leadership positions. Among the topics covered during the first year are:

Time Management
Communications
Organization Models
Leadership
Decision Making
Management Skills
Process
Transferability of Skills
Job Applications, Resumes and Interviewing

Seminar also provided an opportunity for the project coordinator to counsel individual students. A very effective point of departure for these individual sessions is a weekly student log which interns submit. By maintaining two copies of the log, the interns and coordinator can carry on a written dialogue with each other. During the week, the coordinator responds in writing to the previous week's entries while the students record their present impressions and descriptions of their leadership internship in the second copy. At week's end, the books are exchanged and the communication/counseling process continued.

In brief, seminar integrates elements of the classroom, guidance office and student lounge in order to permit participants to reflect intelligently on their field experiences.